

New Mexico Public Education Commission  
and  
Public Education Department  
Options for Parents: Charter Schools Division  
*2014 State Charter Renewal Application Kit*

*Updated August 2014*

**Academy of Trades & Technology**



Effective Options  
for New Mexico's  
Families  
Charter Schools





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Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2014**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2015**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1<sup>st</sup>. The School is asked to comment on the data provided in Part B of their application; however, the School does not need to contribute anything to Part A.

**Part B** offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school’s charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department’s minimum educational standards or student performance standards identified in the charter application;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact me at [Matt.Pahl@state.nm.us](mailto:Matt.Pahl@state.nm.us) or (505) 827-8068 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Matt Pahl  
Interim Director  
Charter Schools Division

***Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.***

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## Instructions: 2014 State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	All submissions should be prepared utilizing the 2014 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Matt Pahl at <a href="mailto:Matt.Pahl@state.nm.us">Matt.Pahl@state.nm.us</a> or (505) 827-8068. During this process, applicants must first consult with Mr. Pahl about contacting other CSD or PED staff members for assistance and information.
<b>Deadlines and Manner of Submission</b>	<p>2014 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide," which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at <a href="mailto:susan.coates@state.nm.us">susan.coates@state.nm.us</a> or Amy Chacon at <a href="mailto:Amy.Chacon@state.nm.us">Amy.Chacon@state.nm.us</a>.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2014.</p> <p>Note: Submission prior to October 1st, 2014 of the current year will not commence the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
<b>Technical Assistance Workshops (April – September 2014)</b>	The CSD will provide technical assistance workshops for the charter renewal application process between May and September, 2014. The first training will take place on May 1 <sup>st</sup> , at CES in Albuquerque. Details regarding this training and future trainings are forthcoming. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
<b>Renewal Application Review Period (October 1–November 14)**</b>	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
<b>CSD Preliminary Renewal Analysis (November 14)**</b>	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit or in site visits during the term of the renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.
<b>Response to Preliminary Renewal Analysis</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

<b>(November 14-December 2)**</b>	
<b>CSD Director's Recommendation (December 5)**</b>	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on <b>Friday, December 5, 2014</b> . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
<b>Final Authorization Meeting of PEC (December 11-12)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December 11-12, 2014</b> .
<b>Contract Negotiations (December, 2014-March, 2015)**</b>	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

## State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

**Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?**

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

**Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?**

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

**Has the school failed to meet generally accepted standards of fiscal management?**

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

**Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?**

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

## Glossary of Terms

**Amended Charter School Act:** In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

**Assessment:** A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

**Contract Negotiation Process:** (*This process takes place after a success renewal process.*) The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

**Contract Negotiation Worksheet (Worksheet):** (*This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.*) This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

**Current Charter:** The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

**Material Term:** The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

**Material Violation:** A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

**Mission-Specific Indicators/Goals:** The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) demonstrate the school’s ability to implement the school’s mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

If you define a cohort of students (i.e. 11<sup>th</sup> grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

*SAMPLE. The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.*

**Sample Mission Specific Indicator:** Track and improve graduation rates for two distinct cohorts.

**Cohort 1:** Students who begin their 9<sup>th</sup> grade year enrolled at the School and remain for the entirety of their high school career.

**Cohort 2:** Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9<sup>th</sup> grade.

## 2.a Did the school meet its mission-specific indicator(s)?

**Exceeds Standard:**

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

**Meets Standard:**

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

**Does Not Meet Standard:**

The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

**Falls Far Below Standard:**

The school falls far below the standard if it fails to meet any of the standards set forth above.

**New Mexico Condition Index (NMCI):** The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

**Performance Contract:** (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

**Performance Frameworks:** [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

**PSFA:** Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

**Self-Study:** The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.

## 2014 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

**Part A—School’s Summary Data Report (provided by the CSD)**

**Part B—Self-Report or Looking Back**

**Part C—Self-Study and Looking Forward**

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



## Part A—School’s Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

# NM PED Charter School Division - Renewal Snapshot Report

## Academy of Trades and Technology

Contract Type: Charter    Start: 7/1/2010    End: 6/30/2015    Term in Years: 5

### General Information

Mailing Address: 2551 Karsten Ct SE Ste C, Albuquerque, NM 87102  
 Physical Address: 2551 Karsten Ct SE Ste C, Albuquerque, NM 87102  
 Phone: (505) 765-5517 Ext:                      Fax: (505) 765-5898    Website: www.atths.com  
 Opened: 2005                      State Appvd: Dec-09                      Renewal: 2015  
 School District: Albuquerque    County: Bernalillo

Christopher Hotchkiss, Principal    Email: [chotchkiss@atths.com](mailto:chotchkiss@atths.com)  
 Henry Lackey, Gov Board President    Email: [hitech007@msn.com](mailto:hitech007@msn.com)

**Mission:** Academy of Trades and Technology combines career technological education and academic courses using project based learning to reach “at-risk” students, while developing their vocational, academic, social, personal, needs and skills required to attain quality employment.

### Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	9-12		300	114	7	16.3

### Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	F	C	D		
2. 3 Year Avg Grade	na	D	D		
3. Current Standing	F	D	F		
4. School Growth		A	D		
5. Highest Performing Students	F	A	A		
6. Lowest Performing Students	B	A	C		
7. Opportunity to Learn	C	D	D		
8. Graduation		F	F		
9. Career and College		F	D		
10. Reading Proficiency	4.5	10.3	3.4		
11. Math Proficiency	2	3.4	3.3		
12. SAMS	Y	Y	Y		
13. SAMS Graduation %		51.3	55.9		
14. Bonus Points	0	2.8	1.25		

# NM PED Charter School Division - Renewal Snapshot Report

## Academy of Trades and Technology

Contract Type: Charter    Start: 7/1/2010    End: 6/30/2015    Term in Years: 5

<b>Enrollment</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
1. Total Enrollment	222	157	136	88	114
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
2. % Male	58.6%	59.2%	61.0%	62.5%	55.3%
3. % Female	41.4%	40.8%	39.0%	37.5%	44.7%
4. % Caucasian	9.9%	3.8%	5.9%	3.4%	5.3%
5. % Hispanic	63.1%	74.5%	75.7%	76.1%	77.2%
6. % African American	14.4%	8.3%	11.0%	11.4%	9.6%
7. % Asian	0.9%	0.0%	0.0%	0.0%	0.0%
8. % Native American	11.3%	13.4%	7.4%	9.1%	7.9%
9. % Economically Disadvantaged	100.0%	92.4%	76.5%	100.0%	99.1%
10. % Title 1 TS	100.0%	100.0%	100.0%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	0.0%	100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	18.5%	15.9%	14.7%	13.6%	13.2%
15. % ELL	6.8%	0.6%	11.8%	12.5%	3.5%





## **Part B—Self-Report/Looking Back** (A Report on the Current Charter Term)

## I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

## A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

### New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

### School Grading Report Over Three Years

***Provide a statement of progress and additional information regarding your School's Grading Report for the past three years (2011-12, 2012-13, and 2013-14).*** ATT has a highly mobile student population and has increased their overall enrollment from 88 in school years 2012-2013, to 114 in 2013-2014. As of 9-19-14 enrollment is 121 students.

The 3-year average school grade for ATT is a D at 44.0 points. This is a slight increase in points from the 3-year average in 2013 of 37.1 points. Although we are not satisfied with this level of growth, we are encouraged by consistent growth of the highest performing students, which constitutes 75% of our

student body. This is important because over the three-year period more than 75% of our students tested were below grade level on our short cycle assessment, MAPs. This means that students who are below grade level in reading and math are showing a high level of growth as indicated on the School Grade Report Card. See data below:

Year	Number of H2 Students	% Below Grade Level Math	% Below Grade Level Reading
2011-2012	19	78.95%	94.74%
2012-2013	17	91.67%	81.25%
2013-2014	18	76.47%	64.71%
<b>Total</b>	<b>54</b>	<b>83.3%</b>	<b>79.6%</b>

#### Current Standing

*Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.* This indicator only uses the students who scored Proficient or Advanced based on the NMSBA. Our percentages are very low in this measure. See data below for school years 2012-2013 and 2013-2014. Because such a large percentage of our population enters ATT below the 9<sup>th</sup> grade level this indicator is not a good measure of our progress. The data provided in the School Growth Indicator below is a better representation of our students' growth over time.

SBA Reading					
Year	Beginning	Nearing	Proficient	Advanced	# Tested
2012 - 2013	48.3	41.4	10.3	0	29
2013 - 2014	48.4	45.2	6.5	0	31

SBA Math					
Year	Beginning	Nearing	Proficient	Advanced	# Tested
2012 - 2013	48.3	48.3	3.4	0	29
2013 - 2014	37.5	59.4	3.1	0	32

#### School Growth

*Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.* As stated before, the ATT student population is highly mobile, attributing to a low retention rate. This is expected because of the student population that is drawn to our particular program. As such, the percentage of students in 10<sup>th</sup> grade who were with us in 9<sup>th</sup> grade is very low.

SY 2011-2012 % of students in 10<sup>th</sup> grade who were students in 9<sup>th</sup> grade at ATT = 26%  
 SY 2012-2013 % of students in 10<sup>th</sup> grade who were students in 9<sup>th</sup> grade at ATT = 6%  
 SY 2013-2014 % of students in 10<sup>th</sup> grade who were students in 9<sup>th</sup> grade at ATT = 22%

This indicator is designed to give feedback to the school on the effectiveness of our programs. The assumption is that the majority of students remain at the school from year to year. Thus, 10<sup>th</sup> graders tested will have benefited from our school program from the beginning of 9<sup>th</sup> grade through testing in the spring of the 10<sup>th</sup> grade year (approximately 1.5 years). In our case, one-fourth or less of ATT 10<sup>th</sup> graders have been with us for the entire 1.5 years. In fact so many of the students in 10<sup>th</sup> grade have not been at ATT their entire 10<sup>th</sup> grade year.

This indicator is not a good measure for ATT.

**Q3 (Highest Performing 75%) Growth**

*Provide a statement of progress regarding your “Q3 Growth” over the past three years and offer any additional information regarding this measure.* In 2012 ATT received an F (1.2 points). In 2013 ATT received an A (9.99 points) and in 2014 ATT received an A (9.96 points).

**Q1 (Lowest Performing 25%) Growth**

*Provide a statement of progress regarding your “Q1 Growth” over the past three years and offer any additional information regarding this measure.* Student growth is shown as the average change in scaled score (SS) points per year.

**Reading:** In school year 2012- 2013 our Q1 students’ average change in SS for reading was 1.8. In 2013-2014 this score was 0.1, a significant drop.

**Math:** The score in school year 2012-2013 was 1.5. In 2013-2014 the score was 3.0, indicating significant growth in Math.

We also examined our MAPS data (see table below) for the same two years and saw the same trends. Having analyzed the data, we are still uncertain as to why the reading scores are much lower in 2013-2014 in both the SBA and MAPS data. We have put a literacy intervention strategy in place for the 2014-2015 to help address the student growth issue in this area.

**ATT MAPs Data**

Year	Reading	Math	Cohort size
2012-2013	70%	48%	32
2013-2014	39%	56%	23

### **Opportunity to Learn**

***Provide a statement of progress regarding “Opportunity to Learn” over the past three years and offer any additional information regarding this measure.*** Our attendance increased from 66.5% in school year 2012-2013 to 81.3% in 2013-2014. Our scores on the OTL were basically the same for each year with scores from 2.0 to 3.3. We are expecting an increase in these scores with the implementation of integrated unit plans and more student involvement in the analysis of their own data. We believe these two strategies will provide students opportunities to feel more connected to their work and hence more responsible.

As can be seen in the report on current goals in the next section, we also give our students a relationship survey that measures the students’ sense of connectedness with at least one adult in the school. It is important for students to feel a connection with the school and the adults in the school so they are more ready and motivated to learn. The results of this relationship survey show that 87% of our students feel they have made a positive connection.

### **Graduation—as applicable**

***Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure.*** Our 4-year cohort graduation rate on the school year 2012-2013 report card was 5.6% and the SAM Graduation rate was 51.3. On the school year 2013-2014 report card our 4-year cohort graduation rate was 39.7% and our SAM Graduation rate was 55.9%.

We continue our efforts to increase our retention rate. Yet we are aware that our student population is highly mobile. By creating a caring, supportive environment, we believe we will be successful in retaining more of our students from year to year, increasing both the 4-year cohort graduation rate and the SAM graduation rate.

Note: In 2012-2013 we had 14 seniors on the 40<sup>th</sup> day and graduated 22 seniors.

In 2013-2014 we had 15 seniors on the 40<sup>th</sup> day and graduated 18 seniors.

### **College and Career Readiness—as applicable**

***Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure.*** Our grade for this indicator increased from an F (3.44 points) to a D (6.94 points). The number of student participating in CCR decreased from 46.3% in 2013 to 26.2% in 2014. However the % of students who were successful went from 11.2% in 2013 to 56.3% in 2014. It is important to note that this indicator has a total of 15 points. There are 5 points total for participation and 10 points total for success. Even though the number of participants decreased, the percentage of the students who were successful increased significantly.

**Bonus Points**

**Provide a statement of progress regarding "Bonus Points" over the past three years.** We have received bonus points for Parental Engagement in the 2014 school year. We received bonus points for Student Engagement, Parental Engagement and Truancy Improvement for 2013.

**Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter**

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

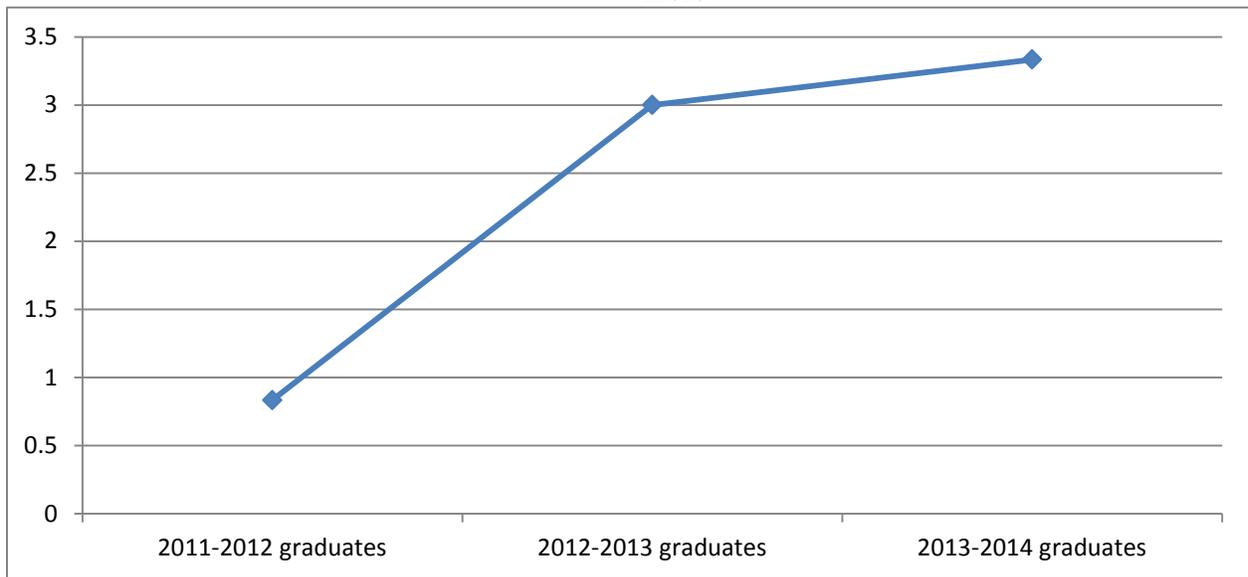
Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

**Student Academic Performance Standard/Goal #1:** Utilizing the TABE, or other similar assessment tools as the pre- and post-test, graduates from ATT who have been continuously enrolled at the school for two years will exit the program:

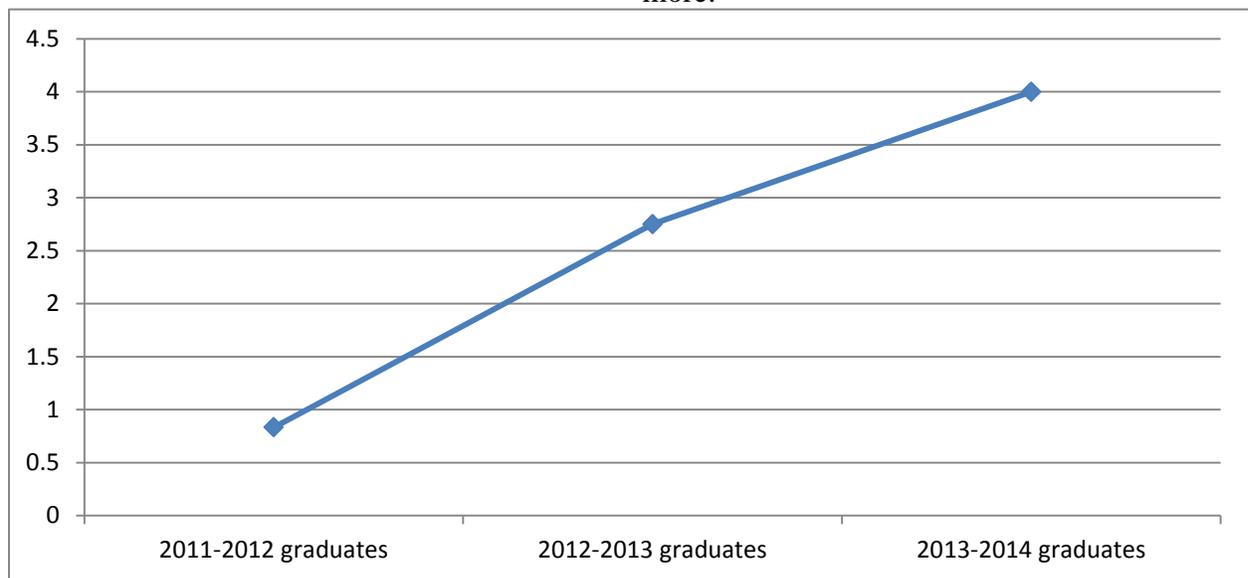
- a) Testing at a high-school level for reading and math (grades 9-12), or
- b) Testing two grade levels above their enrollment scores in reading and math.

**Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):** NWEA MAPs

A. Average grade levels gained in **reading** for all graduates enrolled two consecutive years or more:



B. Average grade levels gained in **mathematics** for all graduates enrolled two consecutive years or more:



**Provide a statement of progress and additional information regarding the above data:** As can be seen from the graph, ATT substantially met this goal in school years 2012-2013 and 2013-2014 with students testing two grade levels above their enrollment scores. The school changed short cycle assessments after 2010-2011 to NWEA MAPs. After review of the data, we conclude that the low level of growth in school year 2011-2012 has more to do with the first time administration of MAPs than actual student growth.

**Student Performance Standard/Goal #2:** By school year 2011-2012, the 2nd year of the reauthorized charter and every year thereafter, ATT will place at least 20 students a year from each pathway into a workforce readiness program (e.g. job shadowing, job mentoring, internship, or apprenticeship) as documented by the pathway summary report.

**Measure(s) Used:** End of year student and staff survey

SY 2011-2012	No Data (Data Unavailable) (No Data found)		
SY 2012-2013	Graphic Arts 18	Construction 14	
SY 2013-2014	Graphic Arts 40	Construction 31	
SY 2014-2015	Graphic Arts 25	Construction 24 (as of 9-19-14)	

During the school year 2012-2013 ATT partnered with the New Mexico Youth Conservation Corps to provide our students with the opportunity to receive on-the-job training in Graphic Arts and Construction. These students are employed in Vision Builders, a student designed company. Students complete community service projects for local community centers, Bernalillo County Open Space, and City of Albuquerque Open Space. The data above is collected via employee contracts.

Prior to the contracted partnership with New Mexico Youth Conservation Corps, the school struggled to meet this goal. The structure of the partnership and the development of Vision Builders, provides a systematic structure to help students have opportunities to build their job-readiness skills by participating in on-the-job training.

**Student Performance Standard/Goal #3:** By school year 2014-15, a minimum of 80% of all students in attendance during a day occurring in the 14th week and another day occurring in the 32nd week each school year, have formed at least one “warm, close, positive” relationship with a staff member as measured by the “Relationship Survey,” which addresses student/staff relationships.

**Measure(s) Used:** Relationship Survey

During the 32<sup>nd</sup> week of school year 2013-2014 students were given a “Student Relationship Survey.” 87% of the students reported they have established a positive relationship with an adult on campus. There was no data available prior to the 2013-2014 school year. There is a sample of the survey in the appendix. The school feels this data is important and will continue collecting data from the relationship survey.

As stated earlier, ATT is a SAM school with an at-risk, highly mobile population. For students to make progress towards academic growth and increased job readiness skills, they first need to feel connected to the school and others in the school. Our school staff works hard to create an environment where our students feel comfortable forming a “warm, close, positive” relationship with staff.

**Student Performance Standard/Goal #4:** By 2010-11, 75% of students who have been continuously enrolled at ATT for a full year will have completed an approved community service project as documented in the School Wide Assessment Process (SWAP), pathway summary report. The data for this goal will be gathered on students individually in ILP folders.

**Measure(s) Used:**

NOTE: After much investigation, we were not able to locate any SWAP assessments, nor were we able to find evidence that this document had been used to collect any data prior to current leadership. However, the data was collected in other forms, mostly through course requirement completion data.

During the school year 2013-2014 81 students completed/participated in a community service project. During the school year 2012-2013 30 students completed/participated in a community service project. For school years 2011-2012, 2010-2011 data is unavailable.

**Student Performance Standard/Goal #5:** By 2011-12, a minimum of 75% of our graduates from ATT who have been continuously enrolled at the school for two years or more will have completed the following as documented in their ILP:

- a) a minimum of 3 job applications, or
- b) a minimum of 2 enrollment applications for post-secondary training, or 1 job application and 1 enrollment application for post-secondary training.

**Measure(s) Used:** Documents in student file

As stated before, we were unable to locate this data prior to the school year 2012-2013. Therefore, below is the data from 2012-2013 and 2013-2014.

**SY 2012-2013:** 50% of the defined cohort have one job application on file. There was no data regarding post-secondary applications for this school year

**SY 2013-2014:** 100% of the defined cohort have a job application on file. 100% have a completed post-secondary application on file.

**Student Performance Standard/Goal #6:** From school year 2010-11 forward, 85% of the graduates from ATT who have attended the school continuously for two years or more, will have participated in at least three career pathway courses, or completed another vocational plan as identified in that student's ILP. These students will have progressed at least one level in the School Wide Assessment Process (SWAP) in the job readiness assessment. The entire pathway team will assist in completing SWAP.

**Measure(s) Used:** Student transcripts

100% of the defined cohort during school year 2011-2012, 2012-2013 and 2013-2014 participated in at least three career pathway courses. Data was unavailable for 2010-2011.

As can be seen from the data, the school met this goal.

**Student Performance Standard/Goal #7:** In 2011-12, 85% of the graduates from ATT who have been continuously enrolled at the school for two years will have progressed at least one level in the SWAP assessment of the personal skills required for job readiness.

**Measure(s) Used:** Performance Evaluations required by the grant.

Upon investigation to address this particular goal, it was discovered that the SWAP assessment does not exist. Therefore, we began looking for other tools that had been used to measure student growth in personal skills required for job readiness. We discovered that the Vision Builders Program requires an Employee Performance Evaluation approximately 1 month into the project and at the end of the project. Projects are approximately 6 months in duration.

We looked for these performance evaluations for the school year 2012-2013 and were unable to locate them. We did locate the performance evaluations for the school year 2013-2014. However, many of them were incomplete, providing data that was not useful in reporting progress on this particular goal.

It is important to note that several of our other goals, which we met, measured indicators of preparing students to be job ready.

- a) *Goal#2* requires students to participate in a workforce readiness program
- b) *Goals#5* requires students to have a combination of job applications and/or post-secondary enrollment applications.
- c) *Goal#6* requires students to be enrolled in career pathway courses during their time at ATT.

**Organizational Performance Standard/School Goal #1:** Physical and mental health services will be provided on the ATT campus for 100% of ATT students through a combination of direct services and referrals or contracted services. An annual health services report compiled in June by the health clinic will document these outcomes.

**Measure(s) Used:** Mental health services report prepared at the end of the school year.

Contracted Nursing Services are provided 3 days a week to all ATT students. In addition, a licensed Health Assistant is on site 5 days a week. Direct services are offered to 100% of ATT students. These services include: sports physicals, health information and education, immunizations, etc. Referrals are made to appropriate agencies for further services with follow up for 100% of ATT students. Contracted Nursing Services compiles an annual health services report at the end of each school year documenting these outcomes.

There is a full time social worker on staff during the school year 2013-2014, as well as a part-time social work intern. The social workers provided the necessary counseling services to students with IEPs and every student who needed extra support.

## B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

### Financial Performance Assurances

*With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.*

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

**Yes**  **No** Is the school meeting financial reporting and compliance requirements?

**Yes**  **No** Is the School following generally accepted accounting principles?

*For any "no" answers please provide an explanation.*

#### a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

#### b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

### Audit Report Summary

Fiscal Year	Total # of Findings	Nature of Findings	School's Response
2010-11	5	Budget Condition	The schools policy requires quarterly review of the budget; funds were expended for the approved budget of \$44,780. When we submitted our final reimbursement request to PED, we were informed that we had to expended an additional \$23,699. We were not able to submit a BAR for the additional budget
		RHC Contributions	Management will implement an internal control policy that will insure payments to RHC are processed by the 10 <sup>th</sup> of the month.

		Internal Control Structure	Management will review internal controls to ensure fund balances have been reviewed monthly. All documentation will be retained for prior year cash balances.
		Travel and Per Diem	Internal control requires that all reimbursements are supported by proper documentation, and they must be attached to the accounts payable voucher.
		Communication of the Audit Report	Management will ensure that the audit reports are not discussed in an open meeting, until the State Auditor has released the report.
2011-12	2	RHC Contributions	Management will implement an internal control policy that will insure payments to RHC are processed by the 10 <sup>th</sup> of the month.
		Budget Adjustment Request ( <b>BARS</b> )	Management will insure that all BARS have been prepared and submitted to the Governing Council and the NMPED prior to year end.
2012-13	1	RHC Contributions	Management will implement an internal control policy that will insure payments to RHC are processed by the 10 <sup>th</sup> of the month.
2013-14			Audit fieldwork commenced on August 31, 2014 and was completed on September 26, 2014. Since the audit has not been submitted to or release by the State Auditor, no information with regard to findings, if any, can be disclosed pursuant to the confidentiality issues enumerated in 2.2.2.10 J (3) NMAC.

### C. Organizational Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...*and/or*...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

**Material Terms/Violations**

Please provide assurances.

Questions	School's Response		
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

**Educational Requirements—Assurances**

- 1)  Yes  No The school complies with instructional days/hours requirements.
- 2)  Yes  No The school complies with graduation requirements.
- 3)  Yes  No The school complies with Promotion/Retention requirements.
- 4)  Yes  No Next-step plans are completed for applicable grades.
- 5)  Yes  No The school has an approved EPSS Plan.
- 6)  Yes  No The school demonstrates compliance with requirements relating to assessments.
- 7)  Yes  No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8)  Yes  No The school's curriculum is aligned to Common Core Standards.

*For any "no" answers please provide an explanation.*

*With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.*

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

**Civil Rights and Special Populations—Assurances**

- b)  **Yes**  **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:

- 1)  **Yes**  **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
  - 2)  **Yes**  **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
  - 3)  **Yes**  **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c)  **Yes**  **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
  - d)  **Yes**  **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
  - e)  **Yes**  **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

*For any "no" answers please provide an explanation.*

#### **Employees—Assurances**

- a.  **Yes**  **No** The school meets teacher and other staff credentialing requirements
- b.  **Yes**  **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c.  **Yes**  **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

*For any "no" answers please provide an explanation.*

#### **School Environment—Assurances**

- a.  **Yes**  **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b.  **Yes**  **No** The school keeps records of fire inspections and other safety requirements.
- c.  **Yes**  **No** The school meets transportation and nutrition requirements, if applicable.
- d.  **Yes**  **No** The school complies with health and safety requirements.
- e.  **Yes**  **No** The building, grounds, and facilities provide a safe and orderly environment.

*For any "no" answers please provide an explanation.*

### Appropriate Handling of Information—Assurances

- a.  **Yes**  **No** The school maintains required information in STARS and submits in a timely manner.
- b.  **Yes**  **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c.  **Yes**  **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d.  **Yes**  **No** All student records are retained and disposed of pursuant to state requirements.
- e.  **Yes**  **No** The school properly and securely maintains testing materials.

*For any "no" answers please provide an explanation.*

### Governance—Assurances

- 1)  **Yes**  **No** The school complies with governance requirements? Including:
  - 2)  **Yes**  **No** All required School Policies
  - 3)  **Yes**  **No** The Open Meetings Act
  - 4)  **Yes**  **No** Inspection of Public Records Act
  - 5)  **Yes**  **No** Conflict of Interest Policy
  - 6)  **Yes**  **No** Anti-Nepotism Policy
  - 7)  **Yes**  **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
  - 8)  **Yes**  **No** Required Committees (Finance and Audit) and submission of appropriate documentation
  - 9)  **Yes**  **No** Governing Body Mandated Trainings
  - 10)  **Yes**  **No** Governing Body Evaluates Itself
- Yes**  **No** Is the school holding management accountable?
- 1)  **Yes**  **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
  - 2)  **Yes**  **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

*For any "no" answers please provide an explanation.*

## D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

## E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

## F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

### G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

*State the term of renewal requested if less than five years.*

### II. Checklist

		Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Appendix E	Relationship Surveys	<input checked="" type="checkbox"/>
Appendix F	Integrated Unit Plan	<input checked="" type="checkbox"/>



## **Part C—Self-Study/Looking Forward**

(Reflection and Vision for the Next Five Years)

## II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

### A. Performance Self Study/Analysis-Key Questions

**Directions:** The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

- 1. Based on your academic results from the past four years, discuss your School’s academic priorities over the next five years, if approved.**

According to our academic results over the past four years, the data shows that the majority of our students enter our school at 5th grade reading and math level. This classifies them as “At-Risk” for dropping out. Our students are also highly mobile. 95% qualify for free and reduced lunch. Our academic priorities are:

- Increase reading and math by a grade level for every full academic year the student is enrolled.
- Improve retention.

- 2. What main strategies will be implemented to address these priorities?**

- Our students will be provided a small educational setting in the classroom for student to teacher ratio of 20:1.
- Our students will receive job readiness skills and academic support in our two career pathways of Construction and Media Arts. This will be achieved using:
  - Differentiated Instruction
  - Project Based Learning
  - Integrated Lesson Plans
  - Professional Learning Communities
- To improve retention our students will have access to mental health services, the student assistance team, nursing services, breakfast, lunch, as well as a student-centered, safe, and caring environment.

- 3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?**

- Mentoring
- Tutoring
- Access to “on the job training”
- Common preps
- Integrated lesson plans
- Modified schedule
- Collaboration time for teachers

**4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?**

- a) Special Education: We will continue to provide support in an inclusion model with individual and small group pull-outs focused on improving math and literacy.
- b) English Language Learners: We provide services through pull-outs as well as differentiated instruction.
- c) Economically disadvantaged students: These students comprise 95% of our student population. We will provide:
  - A small educational setting in the classroom for student to teacher ratio of 20:1.
  - Our students will receive job readiness skills and academic support in our two career pathways of Construction and Media Arts. This will be achieved using: 1. *Project Based Learning*, 2. *Differentiated Instruction*, 3. *Integrated Lesson Plans*, 4. *Professional Learning Communities*.

**5. Describe how your governing body has reflected on and addressed school performance data. Address the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?**

- a) Our governing board has a yearly retreat, where they reflect on the mission of our school, the school report card, school goals, as well as assessment data. This information is also shared and discussed during regularly scheduled governing board meetings. Governing board members receive yearly professional development concerning the report card and assessment performance.
- b) Our school's governing board has an annual evaluation for the head administrator that includes a component on school performance.

## **B. Mission-Specific Indicators/Goals**

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11<sup>th</sup> grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

**Please note:** *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "does not meet standards" and what it means to "fall far below standards."

## **ATT Mission Specific Indicators/Goals:**

### **Goal 1: Academic Achievement**

**PERFORMANCE INDICATOR:** Students enrolled in grades 9-12 at ATT a minimum of one full academic year will improve one grade level in reading and math as demonstrated by performance on a short cycle assessment administered three times per year.

**Exceeds Standard:** 80% of Academy of Trades and Technology students will:

- improve one grade level in reading after one academic year at ATT.
- improve one grade level in math after one academic year at ATT.

**Meets Standard:** 70% of Academy of Trades and Technology students will:

- improve one grade level in reading after one academic year at ATT.
- improve one grade level in math after one academic year at ATT.

**Does Not Meet Standard:** 60% of Academy of Trades and Technology students will:

- improve one grade level in reading after one academic year at ATT.
- improve one grade level in math after one academic year at ATT.

**Falls Far Below Standard:** Less than 60% of Academy of Trades and Technology students will:

- improve one grade level in reading after one academic year at ATT.
- improve one grade level in math after one academic year at ATT.

### **Goal 2: Job Readiness**

**PERFORMANCE INDICATOR:** 80 % of ATT students enrolled in grades 9-12 at a minimum of two full quarters will demonstrate Job Readiness by improving attendance and tardiness.

#### **Attendance:**

**Exceeds Standard:** 80% or more of Academy of Trades and Technology students will:

- have a 70% attendance rate.

**Meets Standard:** 70% of Academy of Trades and Technology students will:

- have 70% attendance rate.

**Does Not Meet Standard:** 60% of Academy of Trades and Technology students will:

- have 70% attendance rate.

**Falls Far Below Standard:** Less than 60% of Academy of Trades and Technology students will:

- have 70% attendance rate.

#### **Tardiness:**

**Exceeds Standard:** 80% or more of Academy of Trades and Technology students will:

- will arrive to class on time at a rate of 70%.

**Meets Standard:** 70% of Academy of Trades and Technology students will:

- will arrive to class on time at a rate of 70%.

**Does Not Meet Standard:** 60% of Academy of Trades and Technology students will:

- will arrive to class on time at a rate of 70%.

**Falls Far Below Standard:** Less than 60% of Academy of Trades and Technology students will:

- will arrive to class on time at a rate of 70%.

**Rationale for Performance Indicator 1:** As indicated by our short cycle assessment data and the NMSBA data, ATT is still struggling to meet the needs of our Q1 students. ATT will focus on the first performance indicator, emphasizing student academic growth in reading and math of these students.

**Rationale for Performance Indicator 2:** Reliable employees “call in” if they are going to miss work for any reason. For ATT students this means having their absence excused. To measure this, we look at the number of unexcused absences in a given time period.

Excellent employees avoid missing work if at all possible, even if they have good excuses. For example, if someone’s car is broken, they try to arrange a ride with a co-worker or friend rather than just calling in. For ATT students, this reflects in a total number of absences, excused and unexcused. Sometimes ATT students have to miss school due to a wide variety of reasons, but if they are trying not to miss days, and they don’t have a situation that takes them out for weeks at a time, their attendance will improve over the semester.

Solid employees show up to work on time. For ATT students, this means showing up to class on time. This is measured by the number of tardies a student has accumulated over a semester.

### C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

*\*An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

*\*Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: \_\_\_\_\_

Date submitted: \_\_\_\_\_ Contact Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

Original Signature of Governing Council President or Designee:

\_\_\_\_\_

Date: \_\_\_\_\_

Printed Name of Governing Council President or Designee:

\_\_\_\_\_

**Public Education Department use only**

Director/General Manager approves change: \_\_\_\_\_ Date: \_\_\_\_\_

*(No further action taken.)*

Public Education Commission Chair: \_\_\_\_\_ Date: \_\_\_\_\_

APPROVED

DENIED

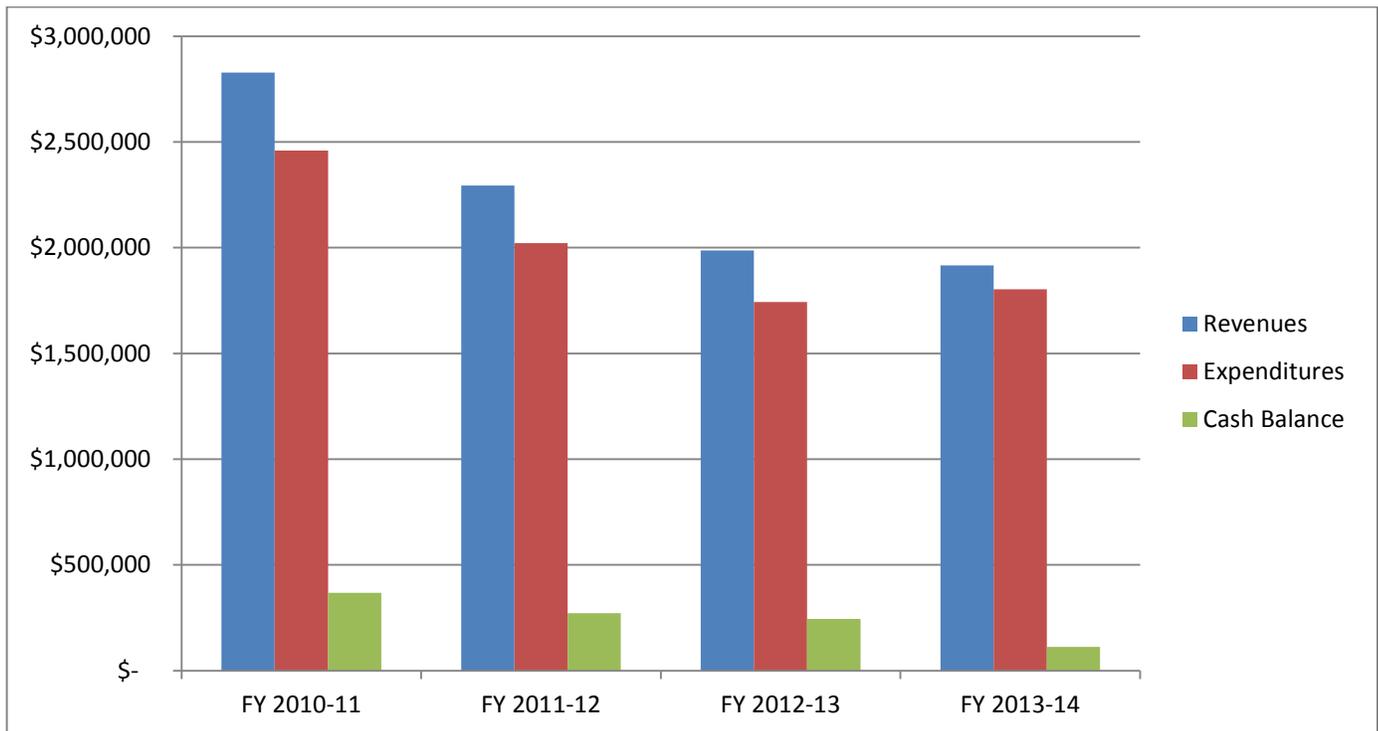
## Appendix A

**FINANCIAL STATEMENTS:** The financial presentations which are an integral part of this narrative reflect Operational Fund Revenue and Expenditures in the format prescribed by the New Mexico Public Education Department (PED). As such, they are designed to provide a reviewer with the information that we believe is understandable and which will allow comparison of costs to other schools or comparable organizations.

The first graph below reflects actual Operational Fund Revenues, Expenditures, and Cash Balances for the fiscal years FY 2010-11, FY 2011-12, FY 2012-13, and FY 2013-14. These four years are presented to illustrate the combination of the actual and anticipated activity as of the date of the charter renewal application.

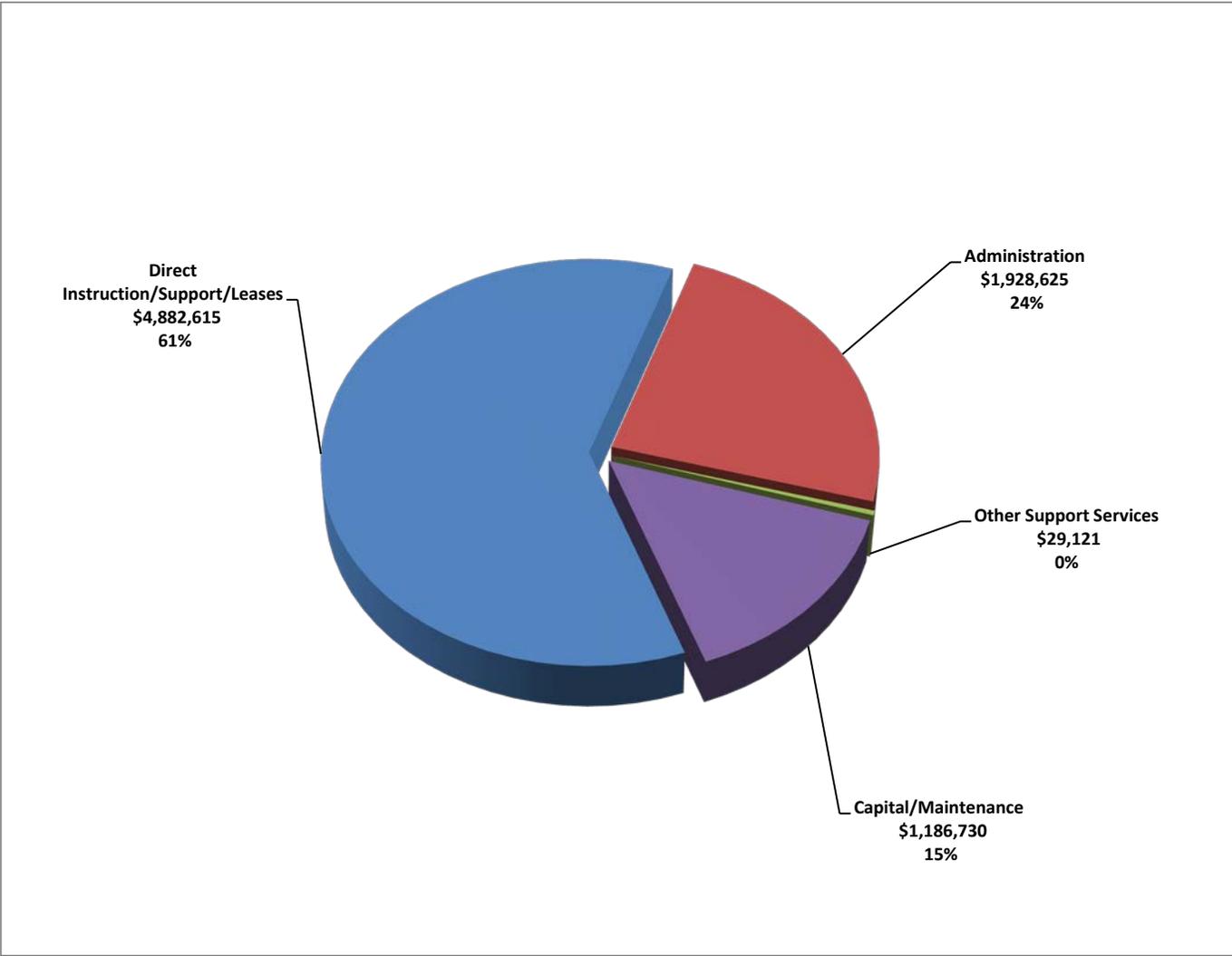
The four year presentation reflects a decrease in budget between the fiscal years FY 2010-11, FY 2011-12, FY 2012-13, and FY 2013-14. Academy of Trades and Technology administration projected, and recognized, a drop in student enrollment, due to relocating the school from 1718 Yale Blvd. SE to a permanent facility located at 2551 Karsten Ct. SE. The relocation ensured that ATT meets the occupancy standards established by the 2015 deadline.

### FOUR YEAR REVENUES EXPENDITURE SUMMARY



The second graph below illustrates data from fiscal years FY 2010–11, FY 2011-12, FY 2012-13, and FY 2013-14. This represents the expenditures over a four year period, giving the reviewer an illustration of the actual expenditures expended. The classifications used are direct instruction, administration, other support services, and capital/maintenance/leases. The four year illustration gives the reviewer actual expenditures for the four years that are presented since they encompass the actual and anticipated activity as of the date of the charter renewal application.

**FOUR YEAR ACTUAL EXPENDITURES CHART BY CLASSIFICATION  
FOR FISCAL YEARS 2010-11, 2011-12, 2012-13, 2013-14**



The chart below reflects a budget summary contrasting approved budgeted and actual expenditures, outstanding encumbrances, and remaining budget for fiscal year ending June 30, 2014. This information is presented monthly to the finance committee and the governing council. It is intended to give the reviewer a snapshot of the schools budget of expenditures at a given point in time.

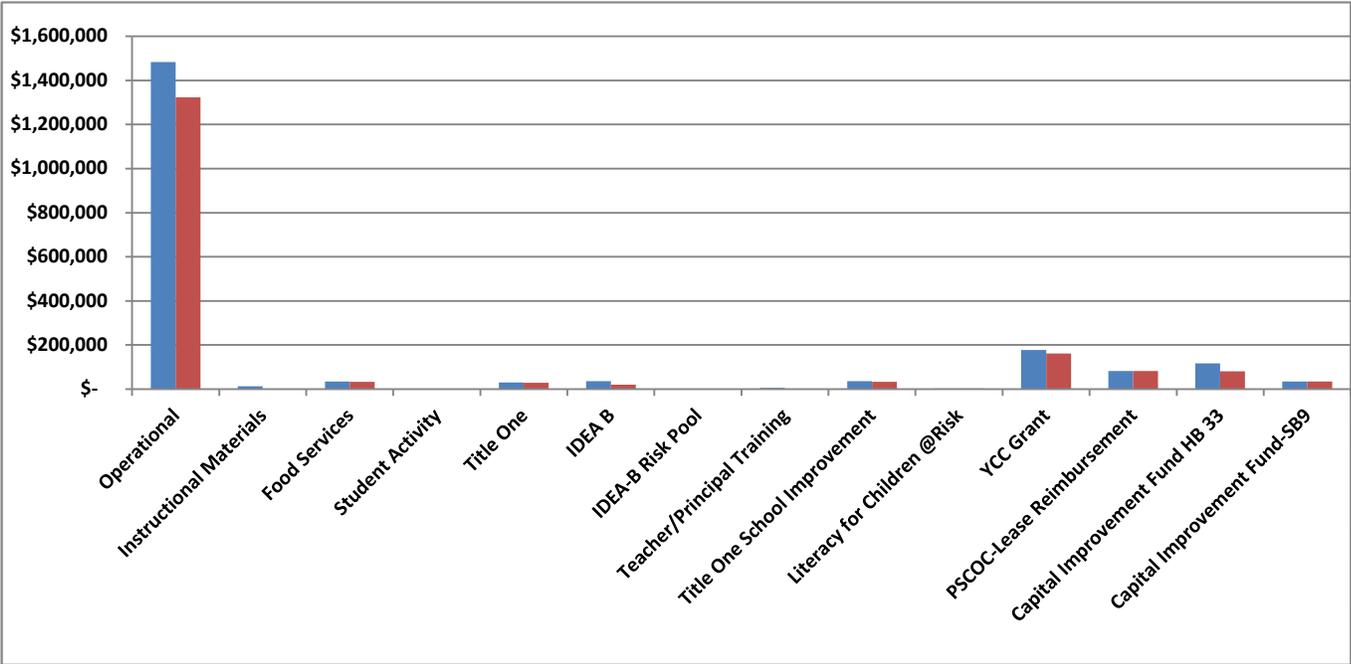
### BUDGET SUMMARY FOR PERIOD ENDING JUNE 30, 2014

<i>Fund</i>	<i>Budget</i>	<i>Expended to Date</i>	<i>Encumbered</i>	<i>Remaining Budget</i>	<i>% of Budget Exp.</i>
<i>Operational</i>	\$ 1,482,883	\$ 1,322,938	\$ 8,787	\$ 151,158	89%
<i>Instructional Materials</i>	\$ 13,457	\$ 1,597	\$ 1,696	\$ 10,164	12%
<i>Food Services</i>	\$ 34,394	\$ 33,059	\$ -	\$ 1,335	96%
<i>Student Activity</i>	\$ 1,611	\$ 1,610	\$ -	\$ 0.95	100%
<i>Title One</i>	\$ 29,635	\$ 28,498	\$ -	\$ 1,137	96%
<i>IDEA B</i>	\$ 35,941	\$ 19,684	\$ -	\$ 16,257	55%
<i>IDEA-B Risk Pool</i>	\$ 186	\$ 186	\$ -	\$ -	100%
<i>Teacher/Principal Training</i>	\$ 5,072	\$ 962	\$ -	\$ 4,110	19%
<i>Title One School Improvement</i>	\$ 35,941	\$ 33,596	\$ 2,345	\$ (0)	93%
<i>Literacy for Children @Risk</i>	\$ 3,144	\$ 3,063	\$ -	\$ 81	97%
<i>YCC Grant</i>	\$ 177,184	\$ 161,801	\$ -	\$ 15,383	91%
<i>PSCOC-Lease Reimbursement</i>	\$ 82,504	\$ 82,504	\$ -	\$ -	100%
<i>Capital Improvement Fund HB 33</i>	\$ 116,780	\$ 80,166	\$ -	\$ 36,614	69%
<i>Capital Improvement Fund-SB9</i>	\$ 34,960	\$ 34,136	\$ 824	\$ (0)	98%
<b>Total</b>	<b>\$ 2,053,692</b>	<b>\$ 1,803,802</b>	<b>\$ 13,651</b>	<b>\$ 236,239</b>	<b>88%</b>

The budget summary for the year ended June 30, 2014 as reflected in the third presentation has already undergone the annual audit pursuant to 12-6-3, NMSA 1978. Although the audit has not been submitted to or released by the New Mexico State Auditor, no changes have been indicated as of the date of the charter renewal submission.

The third graph below extracts the data from the budget summary and offers the reviewer an illustrated view of actual budgeted versus actual expenditures, for all funds, for the fiscal year ending June 30, 2014.

**BUDGET VERSUS ACTUAL EXPENDITURES FOR ALL FUNDS FOR FY 2013-14**



## Appendix B

### Employee Petition

I am the head administrator of the Academy of Trades and Technology Charter School and hereby certify that: the attached petition in support of the Academy of Trades and Technology Charter School renewing its charter was circulated to all employees of the Academy of Trades and Technology Charter School. There are 16 persons employed by the Academy of Trades and Technology Charter School. The petition contains the signatures of 16 employees which represents 100 percent of the employees employed by the Academy of Trades and Technology Charter School.

STATE OF NEW MEXICO)

SS.

COUNTY OF BERNALILLO

I, CHRISTOPHER HOTCHKISS being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.



Subscribed and sworn to before me this 29<sup>TH</sup> day of September 2014.



Notary Public

My Commission Expires: June 7, 2015

## Appendix C

### Household Petition

I am the head administrator of the Academy of Trades and Technology Charter School and certify that: the attached petition in support of the Academy of Trades and Technology Charter School renewing its charter was circulated to households whose children were reenrolled in our charter school. It contains the signatures of 105 households which represents 89 percent of the households whose children were enrolled in the Academy of Trades and Technology Charter School.

STATE OF NEW MEXICO)

SS.

COUNTY OF BERNALILLO)

I, CHRISTOPHER HOTCHKISS being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.



Subscribed and sworn to before me this 29<sup>th</sup> day of September 2014.



Notary Public

My Commission Expires: June 7, 2015

Appendix D

# Certificate of Occupancy

City of Albuquerque  
Planning Department  
Building Safety Division

*This Certificate, issued pursuant to the requirements of Section 115.3 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.*

Building Address 2551 KARSTEN SE Zip 87102

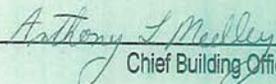
Portion of Building REMODEL

Use Classification COMMERCIAL PROJECT Bldg. Permit No. 201192634

Occupancy Group E B Type of Construction IIB NON-SPRKD Land Use Zone SU2

Owner of Building ATT CHARTER SCHOOL Address 2551 Karsten SE, Albuquerque, NM 87102

By: 

  
Chief Building Official

Date: APRIL 3 2012

POST IN A CONSPICUOUS PLACE

## Appendix E

### Student Relationship Survey

#### Student Relationship Survey

This survey is anonymous so feel free to answer these questions honestly as possible. This information will be provide feedback to our staff about our students needs and satisfaction. If you need clarification on a question, please ask your instructor.

**\* 1. Have you been able to establish a positive (good) relationship with an adult at the Albuquerque Academy of Trades and Technology (ATTHS)?**

- Yes  
 No

**\* 2. What do you like most about this school (ATTHS)?**

- a. Helpful, caring staff  
 b. Technology classes that teach business skills  
 c. Construction classes that teach many aspects on construction sites  
 d. Earn money while going to school

Other (please specify)

**\* 3. What could be done to improve the student experience at this school (ATTHS)?**

- a. Better lunch  
 b. Different schedule  
 c. More employment options  
 d. More transportation passes  
 e. Other (please specify)

Done

Powered by **SurveyMonkey**  
Check out our [sample surveys](#) and create your own now!

## Appendix F

### Academy of Trades and Technology School-wide Integrated Lesson Plan

#### Common Core Standards addressed:

[CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[CCSS.ELA-Literacy.RH.11-12.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (visually, quantitatively, and linguistically) in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (visually, quantitatively) as well as in words, in order to address a question or solve a problem.

[CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCRA.L.9](#) Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level, demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

[CCRA.R.9](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

[CCSS.MATH.CONTENT.HSG.SRT.A.1.B](#) The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

[CCSS.MATH.CONTENT.HSG.CO.D.12](#) Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

[CCSS.MATH.CONTENT.HSG.MG.A.1](#) Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

[CCSS.MATH.CONTENT.HSG.MG.A.3](#) Apply geometric methods to solve design problems (designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

[CCSS.ELA-Literacy.RST.9-10.3](#) Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

[CCSS.ELA-Literacy.RST.9-10.4](#) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

[CCSS.ELA-Literacy.RST.9-10.7](#) Translate quantitative or technical information expressed in words in a text into visual form (a table or chart) and translate information expressed visually or mathematically (in an equation) into words.

CCSS –Science 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literary nonfiction (“Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**Objectives:** Students are going to create a professional-looking mural on the wall that will create a positive culture and will increase student buy-in to the mission of our school.

**Students will:**

- a) understand different time periods in New Mexico History.
- b) use technology (Photoshop) to design a mural.
- c) take drawing and scale them to larger images on the wall.
- d) understand the importance of safety when using scaffolding to paint the mural on the wall.
- e) learn and understand the symbolism of the Rio Grande River that reflects the life-giving history.
- f) write descriptive paragraphs regarding the images on the mural.
- g) define vocabulary associated with the mural images, have discussions about New Mexico history, and compare and contrast our mural with other murals.
- h) learn the following job-readiness skills (planning a time line and adhering to the time line to meet deadlines, how to overcome obstacles that derail the time line and problem-solve to meet the deadlines, train other students, learning how to follow directions, learning to work independently and then bring ideas together to work as a team to accomplish goals.
- i) learn art skills to paint the mural.

**Activities:**

**Social Studies:** Students will research New Mexico History and create a timeline.

**Media Arts:** Students will design the mural on PhotoShop and the painting of the mural.

**ESL:** Students will define vocabulary specific to New Mexico, have discussions, and compare and contrast our mural to other murals.

**Math:** Students will learn how to scale a small drawing into a larger image using ratio.

**Construction:** Students will teach students about safety of scaffolding and ladders and estimating the amount of paint needed.

**Science:** Students will learn about the Rio Grande as a life-giving and recreational force. Students will also learn about the biology and chemistry of the river.

**English:** Students will do descriptive writings about the mural.

In addition, students will use our school-wide Blog weekly to address the mission of our school and the school-wide essential question.